

## Teaching Activity Guide

*Smell*

# A Case of Sense

*Sound*

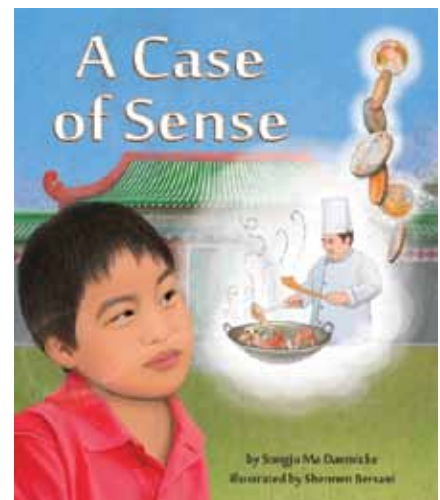
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# How to Use This Activity Guide (General)

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There are a wide variety of activities that teach or supplement all curricular areas. The activities are easily adapted up or down depending on the age and abilities of the children involved. And, it is easy to pick and choose what is appropriate for your setting and the time involved. Most activities can be done with an individual child or a group of children.

**For teachers in the classroom:** We understand that time is at a premium and that, especially in the early grades, much time is spent teaching language arts. All Arbordale titles are specifically selected and developed to get children excited about learning other subjects (science, geography, social studies, math, etc.) while reading (or being read to). These activities are designed to be as comprehensive and cross-curricular as possible. If you are teaching sentence structure in writing, why not use sentences that teach science or social studies? We also know and understand that you must account for all activities done in the classroom. While each title is aligned to all of the state standards (both the text and the For Creative Minds), it would be nearly impossible to align all of these activities to each state's standards at each grade level. However, we do include some of the general wording of the CORE language arts and math standards, as well as some of the very general science or social studies standards. You'll find them listed as "objectives" in italics. You should be able to match these objectives with your state standards fairly easily.

**For homeschooling parents and teachers in private schools:** Use as above. Aren't you glad you don't have to worry about state standards?

**For parents/caregivers:** Two of the most important gifts you can give your child are the love of reading and the desire to learn. Those passions are instilled in your child long before he or she steps into a classroom. Many adults enjoy reading historical fiction novels . . . fun to read but also to learn (or remember) about historical events. Not only does Arbordale publish stories that are fun to read and that can be used as bedtime books or quiet "lap" reading books, but each story has non-fiction facts woven through the story or has some underlying educational component to sneak in "learning." Use the "For Creative Minds" section in the book itself and these activities to expand on your child's interest or curiosity in the subject. They are designed to introduce a subject so you don't need to be an expert (but you will probably look like one to your child!). Pick and choose the activities to help make learning fun!

**For librarians and bookstore employees; after-school program leaders; and zoo, aquarium, nature center, park & museum educators:** Whether reading a book for story time or using the book to supplement an educational program, feel free to use the activities in your programs. We have done the "hard part" for you.

# What Do Children Already Know?

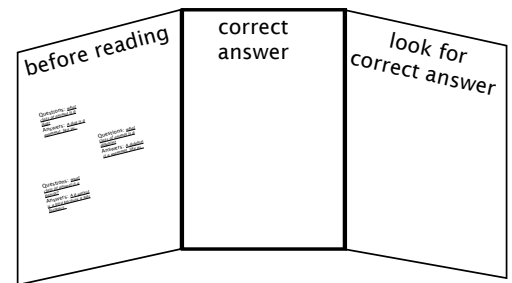
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Young children are naturally inquisitive and are sponges for information. The whole purpose of this activity is to help children verify the information they know (or think they know) and to get them thinking “beyond the box” about a particular subject.

Before reading the book, ask the children what they know about the subject. A list of suggested questions is below. The children should write down their “answers” (or adults for them if the children are not yet writing) on the chart found in Appendix A, index cards, or post-it notes.

Their answers should be placed on a “before reading” panel. If doing this as a group, you could use a bulletin board or even a blackboard. If doing this with individual children, you can use a plain manila folder with the front cover the “before reading” panel. Either way, you will need two more panels—one called “correct answer” and the other “look for correct answer.”

Do the children have any more questions about the subject? If so, write them down to see if they are answered in the book.



After reading the book, go back to the questions and answers and determine whether the children’s answers were correct or not.

If the answer was correct, move that card to the “correct answer” panel. If the answer was incorrect, go back to the book to find the correct information.

If the children have more questions that were not answered, they should look them up.

When an answer has been found and corrected, the card can be moved to the “correct answer” panel.

## Pre-Reading Questions

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1. What are the five senses?
2. What are some things you can smell?
3. What are some things you can hear?
4. What can you do when something isn’t fair?
5. What is a judge?
6. What does a judge help decide?



# Comprehension Questions & Writing Prompts

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*Explain major differences between books that tell stories and books that give information.*

*Ask and answer questions about key details in a text read aloud or information presented orally or through other media.*

*Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.*

*Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.*

*Retell stories, including key details, and demonstrate understanding of their central message or lesson.*

*Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.*

1. What did Fu Wang think he could sell to his neighbors?
2. Did the neighbors want to buy what Fu Wang was selling?
3. What did Fu Wang do when the neighbors refused to pay?
4. Why did the judge say that Fu Wang could not sell smells?
5. How did the neighbors “pay” Fu Wang for the smells?
6. Do you think the judge made a fair decision? Why or why not?
7. Do you think it’s fair to try to sell sounds, smells, or sights if someone didn’t ask for them? Why or why not?
8. Where do you think this story took place?
9. The author, Songju Ma Daemick, grew up in China and adapted this story from a fable her grandfather told her. Fables are stories to help learn morals or right from wrong. What moral do you think this story tells?
10. What are some things that you can make smell or sound? Do you think you could sell the smells or sounds to your friends? Why or why not?
11. What do you do when you think something is unfair?
12. Do you think this is a true story? Why or why not?
13. Looking at the illustrations, how does the place where Ming lives look alike or different than where you live?
14. Describe how you think Ming felt when Fu Wang took the neighbors to court.
15. Describe how you think Ming felt when the Judge announced his decision.

# Observation Skills: Art Scavenger Hunt

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*Objective Core Language Arts Integration of Knowledge and Ideas: Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).*

*Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.*

*Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).*

*Use illustrations and details in a story to describe its characters, setting, or events.*

1. Describe the neighborhood in which Ming lives.
2. How did the illustrator show smells coming out of Fu Wang's house?
3. Can you really see smells?
4. Describe the instrument (gong) that Fu Wang used to call attention.
5. Describe how the illustrator showed the sound coming from the gong.
6. Can you really see sounds like that?
7. What are some other sounds that we can "see" in the illustrations?
8. Describe the look on Fu Wang's face when the judge asks the first neighbor to come to his bench with coins. What do you think Fu Wang is feeling or thinking?
9. Describe the look on Fu Wang's face when the judge said that the sounds of the coins were payment for the smells of the cooking food. What do you think Fu Wang is feeling or thinking?
10. Describe the looks on the faces of the neighbors as they are shaking their coins. What do you think they are feeling or thinking?

# Language Arts & Science: Five Senses

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*Objective: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.*

Re-read the story and write down all words that relate to the five senses:

<b>Touch</b>	<b>Taste</b>	<b>Sight</b>	<b>Smell</b>	<b>Hearing</b>

# Fill in the Conjunction

---

*Objective Core Language Arts: Use frequently occurring conjunctions.*

Use one of the following words to fill in the sentence so that it makes sense.

and

but

or

so

because

- \_\_\_\_\_
1. Fu Wang had his servants cook eight different meals, including steamed fish, beef stew, \_\_\_\_\_ and dumplings.
  2. Fu Wang told his neighbors that they had to pay \$0.40 \_\_\_\_\_ go to jail.
  3. The neighbors went to court \_\_\_\_\_ they didn't think they had done anything wrong \_\_\_\_\_ they didn't want to pay Fu Wang.
  4. Fu Wang had his servants prepare delicious-smelling meals \_\_\_\_\_ he thought the neighbors should pay him.
  5. The judge told a neighbor to come to the bench \_\_\_\_\_ bring coins.



# Cross-Curricular Vocabulary Activities

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*Objective Core Language Arts:*

*Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content.*

*Identify new meanings for familiar words and apply them accurately (e.g., duck is a bird & the verb to duck).*

*Use words & phrases acquired through conversations, reading/being read to, and responding to texts.*

*Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade-level topic or subject area.*

*Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.*

*Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.*

*Use frequently occurring adjectives.*

**Vocabulary Game:** This activity is a very general idea and is designed to get children thinking of vocabulary words that will then be used as the beginning vocabulary list for a science lesson.

Select an illustration from the book and give the children a specific length of time (five minutes?) to write down all the words they can think of about the particular subject. It is helpful to project an illustration on a whiteboard. Use eBook or book preview found at [www.ArbordalePublishing.com](http://www.ArbordalePublishing.com).

The children's word list should include anything and everything that comes to mind, including nouns, verbs, and adjectives. At the end of the time, have each child take turns reading a word from his/her list. If anyone else has the word, the reader does nothing. However, if the reader is the only one with the word, he/she should circle it. While reading the list, one person should write the word on a flashcard or large index card and post it on a bulletin board or wall.

At the end, the child with the most words circled "wins." And you have a start to your science vocabulary list. Note: if a child uses an incorrect word, this is a good time to explain the proper word or the proper usage.

**Glossary/Vocabulary Words:** Word cards may be used (see Appendix) or have children write on index cards, a poster board, or on a chalkboard for a "word wall." If writing on poster board or chalkboard, you might want to sort words into nouns, verbs, etc. right away to save a step later if using for Silly Sentences (on the next page). Leaving the words posted (even on a refrigerator at home) allows the children to see and think about them frequently.

**Using the Words:** The following activities may be done all at once or over a period of several days.

- Sort vocabulary words into nouns, verbs, adjectives, etc. and write what they are on the backs of the cards. When the cards are turned over, all you will see is "noun," etc. (these can then be used for the "silly sentences" on the next page).
- After the cards have been sorted, go over the categories to ensure that all cards have been placed correctly. (Mistakes are a great opportunity to teach!)
- Choose two words from each category and write a sentence for each word.
- Write a story that uses at least ten vocabulary words from the word sort.
- Have children create sentences using their vocabulary words. Each sentence could be written on a separate slip of paper. Have children (individually or in small groups) sort and put sentences into informative paragraphs or a story. Edit and re-write paragraphs into one informative paper or a story.

**Silly Sentence Structure Activity:** This "game" develops both an understanding of sentence structure and the science subject. Use words from the "word wall" to fill in the blanks. After completing silly sentences for fun, have children try to fill in the proper words by looking for the correct information in the book.

# Analogies

The judge's ruling in this case relied on an analogy: smelling food is to having food as hearing coins is to having coins. The people in the city got to smell Fu Wang's food, but they didn't get to keep the food or eat it. Fu Wang got to hear their coins, but he didn't get to keep them or spend them.

Analogies show how things relate to each other. For example, shirt is to chest as pants are to legs. Just like a shirt is a piece of clothing that covers the chest, pants are a piece of clothing that covers the legs.

Think about how the words below are related and chose from the wordbank to fill in the blanks.

1. Hear is to ear as \_\_\_\_\_ is to nose.
2. Glove is to hand as \_\_\_\_\_ is to foot.
3. Judge is \_\_\_\_\_ to as cook is to restaurant.
4. Drumstick is to drum as mallet is to \_\_\_\_\_.
5. Girl is to woman as \_\_\_\_\_ is to man.
6. Happy is to \_\_\_\_\_ as win is to lose.
7. Ring is to doorbell as \_\_\_\_\_ is to door.
8. Adult is to work as child is to \_\_\_\_\_.
9. Open is to \_\_\_\_\_ as outside is to inside.
10. Anger is to \_\_\_\_\_ as happy is to joy.
11. Body is to head as building is to \_\_\_\_\_.
12. Person is to \_\_\_\_\_ as one is to group.
13. Tongue is to taste as \_\_\_\_\_ is to see.
14. Get along is to peace as \_\_\_\_\_ is to conflict.

## Wordbank



knock



close



gong



shoe



roof



boy



court



sad



neighbors



play



smell



fury



eye



argue

Answers: 1) smell. 2) shoe. 3) court. 4) gong. 5) boy. 6) sad. 7) knock. 8) play. 9) close. 10) fury. 11) roof. 12) neighbors. 13) eye. 14) argue

# Language Arts: Sequence Sentence Strips

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Cut into sentence strips, laminate if desired, and place in a “center.” Have children put the events in order. Children may work alone or in small groups. Cards are in order but should be mixed up when cut apart.

*Objective Core Language Arts:*

*Use temporal words and phrases to signal event order.*

*Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.*

Ming was running down the street.

Ming smelled cooking food.

Fu Wang told the neighbors they had to pay for the smells of the food he cooked.

The neighbors didn't want to pay for the smells.

Fu Wang took the neighbors to court.



The neighbors and Fu Wang argued in front of the judge.

The judge asked one of the neighbors to come up with his money.

The neighbor shook his money so Fu Wang could hear it.

All of the neighbors shook their money.

Fu Wang was paid for his smells by the sound of the coins.

Justice was served.

# Math: Counting Coins

Objective learning Coins and Currency

Copy and cut out the various coins. Have children find as many ways as possible to come up with \$0.40 (the amount of money Fu Wang demanded from each neighbor).



# Math Cards

---

*Objective Core Mathematics Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (up to 10)*

*Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.*

*Use numbers, up to 10, to place objects in order, such as first, second, and third, and to name them*

*For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.*

## Math Card Games

(Make four copies of the math cards to play these games):

**Tens Make Friends Memory Game** is a combination of a memory and adding game.

- Play like the memory game, above.
- If the animal numbers add up to 10, the child keeps the pair and takes another turn.
- If they do not add up to ten, the player should turn the cards back over and it is another player's turn.

**Go Fish for Fact Families** is a twist on "Go Fish."

- Shuffle cards and deal five cards to each player. Put the remaining cards face down in a draw pile.
- If the player has three cards that make a fact family, he/she places them on the table and recites the four facts related to the family. For example, if someone has a 2, 3, and 5, the facts are:  $2 + 3 = 5$ ,  $3 + 2 = 5$ ,  $5 - 2 = 3$ ,  $5 - 3 = 2$ .
- The player then asks another player for a specific card rank. For example: "Sue, please give me a 6."
- If the other player has the requested card, she must give the person her card.
- If the person asked doesn't have that card, he/she says, "Go fish."
- The player then draws the top card from the draw pile.
- If he/she happens to draw the requested card, he/she shows it to the other players and can put the fact family on the table. Otherwise, play goes to the next person.
- Play continues until either someone has no cards left in his/her hand or the draw pile runs out. The winner is the player who then has the most sets of fact families.



1



2



3



4



5



6



7



8



9



# Senses

Objective: Match each of the five senses with its associated body part and the kind of information it perceives.

Identify the five senses and their related body parts: sight \_ eyes, hearing \_ ears, smell \_ nose, taste \_ tongue, touch \_ skin

Humans have five senses that relate to our bodies.

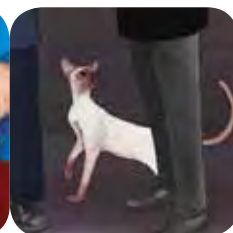
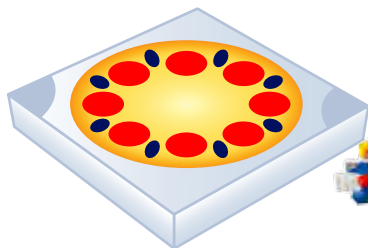
Identify which body parts we use to touch, smell, see, taste, and hear.



We usually do not sense things with just one sense but with many. For example, if you are near a fire, you might:

- feel warmth
- smell smoke
- see flames
- not taste anything
- hear crackling

Look at the images of things below and then describe how you might sense each of those. You will not necessarily use all of your senses for each image but you will likely use more than one.



I feel/touch \_\_\_\_\_

I smell \_\_\_\_\_

I see \_\_\_\_\_

I taste \_\_\_\_\_

I hear \_\_\_\_\_

# Character

*Objective Core Language Arts, Reading Standards for Literature, Key Ideas and Details (2): Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.*

*Identify some of their own personal responsibilities.*

*Identify qualities of good citizenship, including honesty, courage, determination, individual responsibility, and patriotism.*

*Understand that choices in behavior and action are related to consequences and have an impact upon the student himself/herself and others.*

*Describe ways that individual actions can contribute to the common good of the community.*

*Predict consequences that may result from responsible and irresponsible actions.*

Describe whether Fu Wang seemed to have good character or not. Explain why or why not.

Would you like to have someone like Fu Wang as a friend. Why or why not?

How did Fu Wang's behavior affect the people living in the neighborhood.

Do you think justice was served? Why or why not?

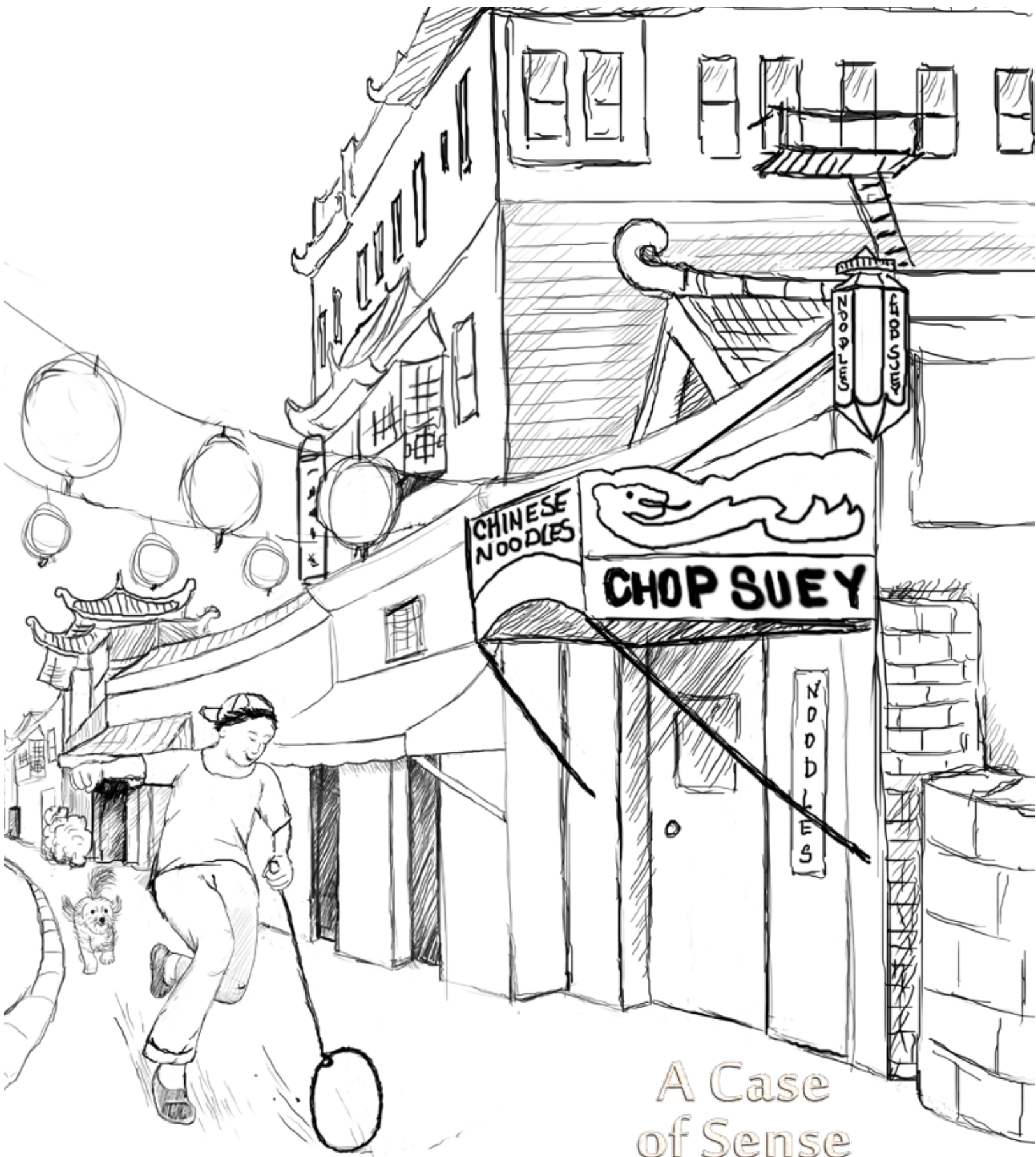


# A Case of Sense



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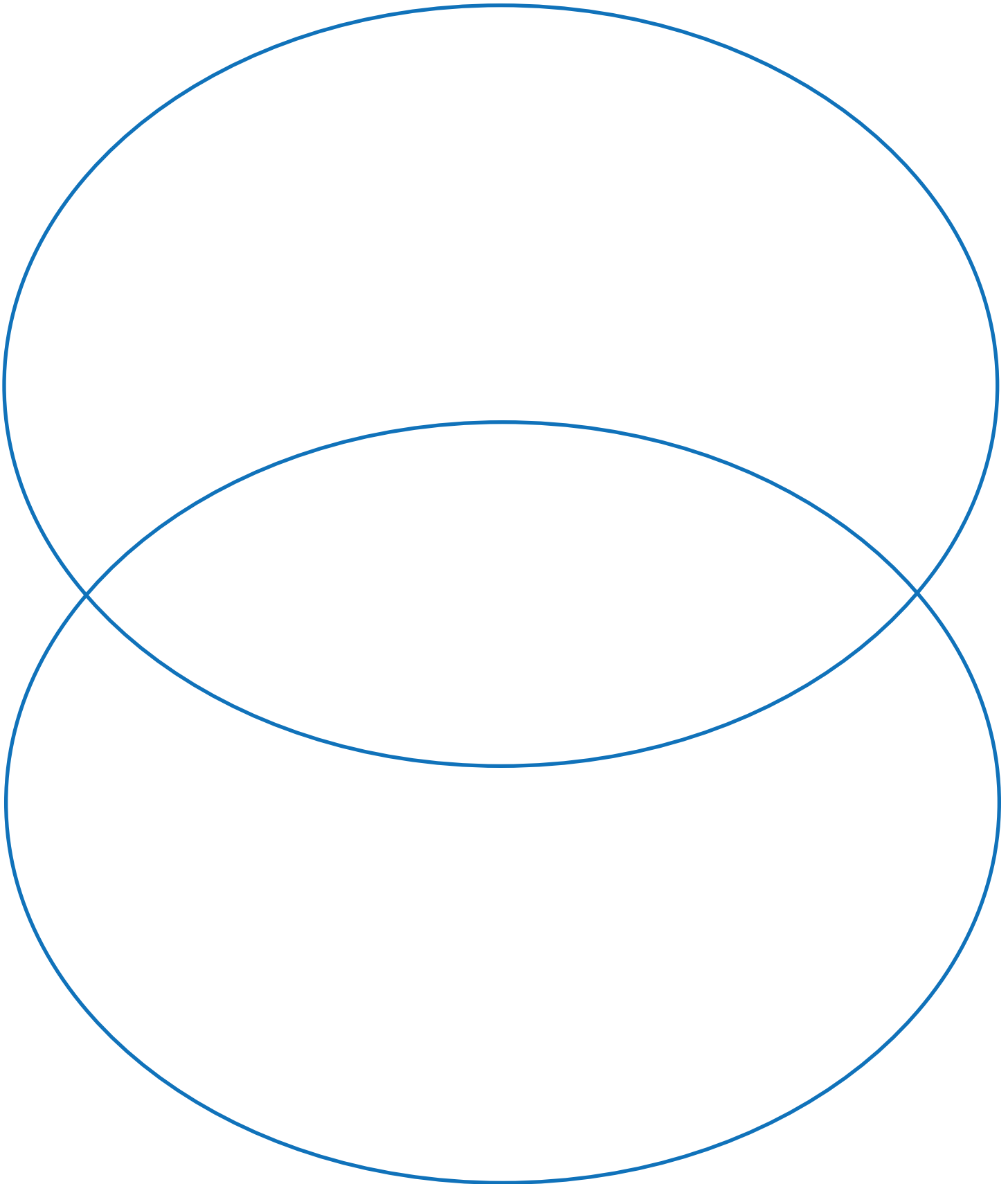
# Appendix A—"What Children Know" Cards

<p>Question:</p>          <p>My answer:</p>          <p>This information is correct! This information is not correct; can you find the correct information?</p>	<p>Question:</p>          <p>My answer:</p>          <p>This information is correct! This information is not correct; can you find the correct information?</p>
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# Appendix B—Venn Diagram

Compare and contrast two items by senses:



## Appendix C—Vocabulary Cards

**see**

**eyes**

**hear**

**ears**

**taste**

**tongue**

**feel**

**skin**

**smell**

**nose**

**sense**

**body part**